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ABSTRACT

In its effort to meet the challenges of the National Education Goals, New Hampshire is emphasizing three major goals: develop an outcome-based assessment program; formulate major reforms in science and mathematics education; and support the "break the mold" schools program. All state policies and programs are guided by common themes: children are the future, individuals and families must be taught problem-solving skills, community-based agencies best serve citizens' needs, and a well-informed public will support reform. This document outlines the state's plans for meeting the six National Education Goals: (1) ensuring that all children start school ready to learn; (2) a high school graduation rate of at least 90 percent; (3) student competency in English, mathematics, science, history, and geography at three grade levels; (4) making students the first in the world in mathematics and science; (5) adult literacy and competency as world citizens; and (6) schools free of drugs and violence. Four themes of the National Education Goals also guide the state's plans: creating better and more accountable schools, creating a new generation of schools, making America a nation of learners, and making communities learning places. Also included are the state's plans for school, public, and state libraries. (JPT)

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NEW HAMPSHIRE'S RESPONSE TO NATIONAL EDUCATION GOALS FOR THE YEAR 2000

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September 1991

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NEW HAMPSHIRE'S RESPONSE TO NATIONAL EDUCATION GOALS FOR THE YEAR 2000

Office of the Governor

Concord, New Hampshire

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ACKNOWLEDGEMENTS

For their excellent contributions to this report, the Governor's Office wishes to express its gratitude to the University System of New Hampshire, the Department of Postsecondary Technical Education, the Job Training Council, and the Department of Health and Human Services.

Further, this office would like to extend special thanks and commendation to Commissioner Charles H. Marston and the entire State Department of Education for successfully infusing the information submitted by the above-named agencies into their own response. Through their efforts, the State of New Hampshire has produced a cohesive report. This report will serve not only as New Hampshire's first response to the National Education Goals, but also as a planning tool for the State's future efforts toward meeting the agenda for America 2000.

Second printing April 1992

STATE OF NEW HAMPSHIRE

OFFICE OF THE GOVERNOR

JUDD GREGG, GOVERNOR

FOREWORD

As Governor of the State of New Hampshire, I am pleased to present this report on education in our state.

This report is being released in conjunction with the first annual National Goals Panel report on education. The release is timed to celebrate the anniversary of the 1989 Educational Summit of President Bush and the fifty state Governors at which national education goals were adopted.

Highlighted in our report are the New Hampshire educational programs and initiatives moving us toward these national goals. This study should serve as the baseline upon which we will assess our future progress. It will aid us in determining how productive our educational efforts are and will increase public awareness about the tasks facing our schools.

I thank all who contributed to this report and all New Hampshire citizens determined to help our students achieve their full potential.

Sincerely,

Judd Gregg
Governor

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NEW HAMPSHIRE'S RESPONSE TO NATIONAL EDUCATION GOALS FOR THE YEAR 2000

INTRODUCTION

As we approach the 21st century, our country has entered a period of national reflection. To effectively respond to the current and projected needs of its citizens, America has established two important sets of goals—Healthy People 2000 and America 2000. By addressing these goals simultaneously, we are responding from a viewpoint expressed by Javier Perez de Cuellar, "There is no way in which issues relating to children can be segregated from the issues of overall social and economic environment."

In implementing current programs and in planning for new initiatives, New Hampshire incorporates valued traditions along with forward visioning. For this reason, the Governor and the State Board of Education have vigorously endorsed the goals outlined in America 2000. The State of New Hampshire will initially emphasize three major efforts directed towards attainment of the goals: the development of a statewide, outcome-based assessment program; the formulation of major reforms in science and mathematics education; and, support for the "break the mold" schools program.

In implementing current programs and in planning for new initiatives, New Hampshire incorporates valued traditions along with forward visioning.

Just as the exposed outcroppings in a New Hampshire landscape provide a glimpse of the strong granite foundation beneath the surface, the repetition of a few common themes reveals the strong core of basic beliefs governing all of our policies and programs. This we believe:

- Our children are our link to the future—our most valuable resource;
- Our programs must be designed to help individuals and families develop skills for solving and strategies for coping with their problems;
- Our community-based agencies are the most efficient way for the state to address the needs of its citizens and;
- Our citizens, when made aware of the issues, will mobilize and respond effectively.

Our programs are based on these beliefs. ■

ADDRESSING THE GOALS

GOAL 1

By the year 2000, all children in America will start school ready to learn.

"Changing the schools will not improve education very much unless we understand that a major part of the problem is social dislocation –primarily the deterioration of the family as an institution and the increasing number of children who live in poverty."

In New Hampshire, we have interpreted this goal in two different ways. One relates to the child's initial entry into the school system; the other relates to the child's daily entry into the classroom. For both interpretations, each school has historically constructed its program with an assumed reliance that both the family and the community have fulfilled their basic obligations to each and every child. In his testimony to the House Committee on the Budget, Dr. James J. Renier, CEO at Honeywell, pointed out that "...changing the schools will not improve education very much unless we understand that a major part of the problem is social dislocation—primarily the deterioration of the family as an institution and the increasing number of children who live in poverty." Those in leadership roles in New Hampshire share this understanding and, for years, agencies and organizations in our state have worked both independently and collaboratively to achieve the goal of student readiness.

A. Convinced that our efforts to support children should begin before individuals become parents, the Governor recently provided leadership for the "readiness goal" by proclaiming October 1991 as Family Sexuality Education Month. The Governor also appointed a Commissioners' Task Force in order to respond effectively to the present and potential impact of the HIV/AIDS epidemic.

Contact: Nancy Baybutt, Governor's Office (603) 271-2121

B. To ensure a future of successful parenting, young people need to gain self-knowledge and to develop skills for avoiding behaviors which put themselves and their progeny at risk. Through its comprehensive school health program, the Department of Education has planned a series of training-of-trainers summer institutes designed to strengthen health educators' skills for effectively reaching today's youth; for developing comprehensive school health programs; and for facilitating community consensus relative to program implementation. The first of these institutes was implemented during July 1991. This school year, almost 100 workshops will be conducted throughout the state by Institute participants, who, this past summer, focused on education for preventing the spread of HIV and other sexually-transmitted diseases.

To ensure a future of successful parenting, young people need to gain self-knowledge and to develop skills for avoiding behaviors which put themselves and their progeny at risk.

Contact: Beverly Grenert, Curriculum Supervisor, Health Education (603) 271-2831

C. Home Economics programs address the readiness goal by directly educating students in effective parenting skills. With a few exceptions, all high schools in the state have curricula, resource materials, and a trained faculty member already addressing education for parenthood. Students are often prevented from scheduling such a course because of pressure to meet graduation requirements. Encouraging schools to recognize education for parenthood as an essential component of a high school education will enable the state to meet this goal in some cases in as little as 5 or 6 years. Public policy supporting strong family systems is essential. Promoting interdisciplinary credit for parenting education would be one way for the State

Board and the Department of Education to make a strong positive statement in support of strong families.

Contact: Gwen Frazier, Curriculum Supervisor,
Consumer and Homemaking/HERO (603) 271-2452

D. The New Hampshire Family Planning Program is the primary health-care system for 28,000 women. It's primary purpose, to prevent unintended pregnancies and inadequate pregnancy intervals, has been expanded over the past twenty years. It is no longer simply a "birth-control" program. The program now provides testing and screening for sexually-transmitted diseases, and health screenings for reproductive diseases, nutritional risks, hypertension, anemia, and rubella. In addition, it provides counseling regarding personal behaviors and information on health conditions and workplace hazards which will affect pregnancy outcomes. New Hampshire has become sensitized to both the financial costs and to the even greater costs in human suffering which it bears due to unplanned pregnancies. A most important component of the family-planning program is serving women before they become pregnant. This is the time when women need to hear about the risks of smoking, drug use and abuse, poor nutrition, risky sexual behavior, and workplace hazards. It is in this setting that the greatest impact on unplanned pregnancies will be made.

Contact: Sandra Van Scoyoc, Family Planning Program Chief
N.H. Division of Public Health Services (603) 271-4527

E. Though not mandated to do so, New Hampshire enhances the delivery of the federally-funded (USDA) supplemental food program for Women, Infants and Children (WIC) and fosters self-reliance by providing additional state funding to support the nutrition-education component. Provision of additional funding is not only a compassionate response but also is evidence of forward thinking, since every dollar invested in this program, by reducing the multiple risks associated with low-birth weight, will return at least five dollars in reduced Medicaid and special-education costs. Through the securing of manufacturer's rebates on infant formula, the program is able to serve more of the clients currently on its waiting list. In addition to serving persons enrolled in other economic-assistance programs, this program also helps lower-income working families (living at 185% of the poverty level) who are not eligible for other assistance.

Contact: Robin McBrearty, Chief, Bureau of WIC Nutrition Services
N.H. Division of Public Health Services (603) 271-4546

F. The Department of Education has collaborated with other state agencies to develop a unique infant and toddler project called Family First. This population-based pilot project, which incorporates health care, child care, child welfare services, child development services, mental health, school services and other appropriate family supports into a systemized and integrated screening and assessment process, is one of New Hampshire's responses to Part H of the Individuals with Disabilities Education Act. The primary goal of the Family First project, which was implemented in the Lakes Region of New Hampshire in January of 1991, is to identify all families and babies who may be at risk. All families with newborns who choose to participate in the project receive periodic screenings and are provided with a resource menu of community supports which emphasizes parent competence and family well-being. In May of 1992, data from the Lakes Region Pilot Project will assist the N.H. Interagency Coordinating Council in recommending statewide policies that may be a vital step toward meeting not only the nation's first education goal but also several of the Healthy People 2000 objectives.

Contact: Jackie Twining, Curriculum Supervisor,
Infant/Toddler Program (603) 271-3741

A most important component of the family-planning program is serving women before they become pregnant. This is the time when women need to hear about the risks of smoking, drug use and abuse, poor nutrition, risky sexual behavior, and workplace hazards.

Provision of additional funding for WIC is not only a compassionate response but also is evidence of forward thinking, since every dollar invested in this program, by reducing the multiple risks associated with low-birth weight, will return at least five dollars in reduced Medicaid and special education costs.

G. Through its Bureau for Special Education Services, the Department of Education has created a new program option for local school districts. This option, called Preschool Community Outreach, is designed to provide more opportunities for the youngest children with educational disabilities to attend community preschools with their non-disabled peers. The Community Outreach programs are staffed at the school-district level by special education personnel who provide direct services and consultation at community sites. At these sites, the expertise of regular preschool teachers and specialists is combined to maximize the preschool experience for all children involved.

Contact: Luzanne Pierce, Curriculum Supervisor, Early Childhood Education (603) 271-3741

Single-parent programs to aid needy parents in the attainment of education and child care are designed to help participants become not only more productive workers but also better parents.

H. The Bureau of Vocational-Technical Education is funding single-parent programs to aid needy parents in the attainment of education and child care. These programs are designed to help participants become not only more productive workers but also better parents.

Contact: Dr. Nishma Duffy, Curriculum Supervisor, Vocational Equal Access/Civil Rights Coordinator/Vocational Sex Equity Project/ Single Parents-Homemakers Projects (603) 271-3186

I. With the belief that all parents, in spite of personal circumstances, want the best future they can ensure for their children, the New Hampshire Office of Alcohol and Drug Abuse Prevention provides funding for several community agencies to deliver parenting programs. A glimpse at three local programs reveals the variety of ways in which New Hampshire communities are assisting parents to gain a deeper understanding of their roles and to develop skills for effective parenting. At Lamprey Health Services, through a Parenting Skills Enhancement Technique Program, parents learn about child development, family management, community resources, and the value of parent networking. While parents involved in the Lake Sunapee Hospital Parenting Program attend workshops, youth and church volunteers assist in child care. In this way, intergenerational links are formed. The child care program offers music, art, and library time in order to expose many of the children to their first-time learning experiences. The Odyssey House program for adolescents and their parents rebuilds relationships by developing skills for effective communication, attitudes of cooperation, and a sense of responsibility and self-discipline.

Contact: Ilse Yanis, Office of Alcohol and Drug Abuse Prevention (603) 271-6101

Understanding that establishing positive eating habits early in life can lead to better health in adult years, our schools provide nutrition education in the classroom to enhance students' experiential education in the cafeteria setting.

J. Through a variety of USDA programs—the School Lunch and School Breakfast Programs, the Child & Adult Care Food Program, the Summer Feeding Program, and the Special Milk Program—administered by its Bureau of Food and Nutrition Services, the Department of Education helps schools to provide children with the nutritious meals they need in order to reach their physical and academic potential. Understanding that establishing positive eating habits early in life can lead to better health in adult years, our schools provide nutrition education in the classroom to enhance students' experiential education in the cafeteria setting. Conferences, workshops, and training sessions on a variety of topics are conducted to update and improve the skills of food-service personnel and teachers in order to continue to provide the best nutrition and instruction to all children. Due to raised awareness levels, the number of Breakfast Program Schools has increased 48.2% over the last two years.

Contact: Lloyd H. Littlefield, Administrator, Bureau of Food and Nutrition Services (603) 271-3646

K. The school health service program, provided by registered nurses in New Hampshire, seeks to enhance the educational process of all students by promoting wellness and by modifying or removing any health-related barriers to learning. In order to improve the delivery of health services, school nurses have held clinical symposia to exchange ideas on meeting the needs of the more medically-complex students entering our school systems. Additionally, pediatric, medical-emergencies programs are offered to assist school nurses in their clinical assessment and in their response to a crisis. In an effort to ensure a healthy environment, school nurses participate in the identification of potential environmental hazards. Each school nurse is an advocate for the health rights of both children and their families.

Each school nurse is an advocate for the health rights of both children and their families.

Contact: Joyce Johnson, Curriculum Supervisor,
School Health Services (603) 271-6050

L. For a child to perform optimally in school, he or she must enter the classroom with sound mind and body, free of preventable disease or injury and adequately nourished and nurtured. The child-health programs which receive funding from the NH Division of Public Health, Bureau of Maternal and Child Health have, as their basic mission, the promotion of children's health and well being. From birth to age 7, children attending child health programs around the state are screened for anemia, high blood pressure, lead poisoning, developmental problems, vision and hearing problems, nutritional problems and problems with growth. They receive all needed immunizations for school entry. Parents receive education to assist them in understanding the importance of fostering their child's physical and psycho-social development and of avoiding potential childhood injuries. This education is offered via home visits, parenting groups, office visits and telephone. As a result, parents are better able to help their child to be in the healthiest state possible when he or she crosses the classroom threshold.

For a child to perform optimally in school, he or she must enter the classroom with sound mind and body, free of preventable disease or injury and adequately nourished and nurtured.

Contact: Joan Ascheim,
Chief, Child Health Program
N.H. Division of Public Health Services
(603) 271-4521

GOAL 2

By the year 2000, the high school graduation rate will increase to at least 90 percent.

The Department of Education is continuing its efforts to encourage local districts to provide quality public kindergarten to all 5-year-olds.

New Hampshire is committed to increasing the percentage of students who graduate from high school. It is further committed to having the high school diploma indicate preparedness for further learning, for productive employment, for responsible citizenship, and, most importantly, for a higher quality of life. The design of our school programs reflects this commitment to the whole child, whom we view not simply as a future student, worker, or voter but as a individual with many dreams to fulfill.

A. The Department of Education is continuing its efforts to encourage local districts to provide quality public kindergarten to all 5-year-olds. In the 54% of the districts which currently offer public kindergarten, efforts are being made to assist in the development of outreach programs to ensure that all children attend these programs. The Department is working to encourage local districts to evaluate and revise, if necessary, their retention policies and any other programs which result in children becoming overage for grade.

Contact: Helen Schotanus, Curriculum Supervisor, Primary Education/Reading (603) 271-3841

The Department is working to promote early intervention efforts which research shows to be the most effective way to reduce the number of students who drop out of school.

B. With state funding, the Department is working to promote early intervention efforts which research shows to be the most effective way to reduce the number of students who drop out of school. To this end, NH is implementing the reading recovery program. In the 89-90 school year, two individuals were trained to be reading recovery teacher leaders. They are now providing training to teacher from throughout the state. State funds are also being used to support 20-25 literacy grants each year. Funded projects are concentrated in the primary grades to address parental involvement; enhancement of reading instruction through process education; development of integrated units; and improvement of assessment techniques and provision of instruction based on the results of such assessments.

Contact: Helen Schotanus, Curriculum Supervisor, Primary Education/Reading (603) 271-3841

C. The Department, in cooperation with Plymouth State College, is developing and implementing a statewide project for guidance and counseling. Through the New Hampshire Comprehensive Guidance and Counseling Program, 110 local schools are revamping their guidance services to include program development, implementation, and curriculum. This prevention/early intervention approach is intended to reach all students, K-12, with an emphasis on personal, social, academic, and career/vocational decisions. By integrating services within content areas as well as through a separate guidance curriculum, all students are reached, including those at risk for failure, dropping out, and drug and alcohol abuse.

Contact: Dr. James Carr, Curriculum Supervisor, Vocational Guidance (603) 271-2452

D. The Department of Education has established a Middle-Level Education Task Force modeled on the Carnegie Council for Adolescent Development's guidelines outlined in the Council's publication, *Turning Points*. Because the Task Force's primary purpose is to ensure school success for all middle-level students, its

main focus is to assist districts in developing programs to reduce the chances of students becoming at-risk. Conferences highlighting successful school practices are planned in order to increase awareness of the importance of middle-level education in reducing the drop-out rate in New Hampshire schools. This fall, the Task Force will place an educators' resource box in every middle school in the state. Additions will be made periodically throughout the school year.

Contact: Dr. Gerald P. Bourgeois, Curriculum Supervisor, Elementary/Secondary School Approval (603) 271-3859

E. The State Board of Education, in cooperation with the Department, has initiated a Parent Involvement Project. Knowing that school success can be significantly enhanced when parents are actively involved in their children's education, the Department has drafted a position statement on Parent Involvement in Public Schools. Following release of the statement, specific activities aimed at assisting local school districts will be initiated.

Contact: Dr. Gerald P. Bourgeois, Curriculum Supervisor, Elementary/Secondary School Approval (603) 271-3859

F. The Bureau of Vocational-Technical Education's single-parent programs allow pregnant students and single parents to stay in school until graduation. Vocational education also provides the realistic experiences that many students need to contribute meaning to their lives and to encourage them to remain in school.

Contact: Dr. Nishma Duffy, Curriculum Supervisor, Vocational Equal Access/Civil Rights Coordinator/Vocational Sex Equity Project/ Single Parents-Homemakers Projects (603) 271-3186

G. Aware that many of their students are dealing with an extraordinary number of problems, groups of local educators are at various stages of the development/implementation spectrum relative to student assistance programs. In May of 1991, the combined efforts of businesses, school, and community organizations culminated in the formal opening of the first school-based clinic in Portsmouth, New Hampshire. It may very well be due to the services provided prior to this formal opening that the community has already seen a dramatic decrease in its drop-out rate. The remarks of one student are a poignant revelation of the need for such services in our schools. "Kids need someone to talk to, and it's hard when you don't know who to trust. The Clipper Health Center is a good, safe place to come; the staff here helps me get through school and my life outside of school."

Contact: William Black, Director, Clipper Health Center, Portsmouth High School (603) 427-6871

H. Through its arts education program and in conjunction with the N.H. Art and the N.H. Music Education Associations, the Department conducts all-state festivals and contests with the goal of building self-esteem and nurturing students' "right-brained" abilities.

Contact: Rachel Hopkins, Curriculum Supervisor, Arts Education (603) 271-2832

Knowing that school success can be significantly enhanced when parents are actively involved in their children's education, the Department has drafted a position statement on Parent Involvement in Public Schools.

In May of 1991, the combined efforts of businesses, school, and community organizations culminated in the formal opening of the first school-based clinic in Portsmouth, New Hampshire.

I. Research shows that early-education efforts reduce the risk of students later dropping out of school. The Head Start Program in New Hampshire has been serving income-eligible children for the past twenty-five years. In doing so, the program has been able to identify critical components in a quality preschool experience for children. These components are:

- Involvement of parents
- Quality teaching staff trained in early childhood education
- Small group size and low child staff ratios
- Comprehensive services that include sound nutrition and health screening programs

In recognizing the value of Head Start and its commitment to the above outlined components, the State of New Hampshire has appropriated funds to its Head Start programs for the past three years.

In recognizing the value of Head Start and its commitment to the above outlined components, the State of New Hampshire has appropriated funds to its Head Start programs for the past three years. This progressive legislation has assisted local Head Starts throughout the state in maintaining the quality of their programs. Head Starts are eager to see as many children as possible receiving services with the above-mentioned components and are working cooperatively with as many school districts as possible to develop quality early childhood programs for children ages five through eight. The four components outlined are vital in insuring that all children enter school ready to learn.

Contact: Rebecca Johnson, Head Start Director (603) 225-3295

J. As part of the overall state strategy, through our Jobs for New Hampshire's Graduates (JNHG) program, we have achieved an overall graduation rate of 91.47% for the class of 1990 and we expect to reach the 90% mark for the class of 1991. This program is designed to assist youth at-risk of dropping out of high school.

Contact: Ray Worden, Executive Director,
New Hampshire Job Training Council (603) 228-9500

GOAL 3

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

"The problem we face in America today is not a lack of willingness to serve or to help others, but to find the appropriate outlet for this."

In Michael Parenti's book, *Democracy for the Few*, there is reference to a 1981 Gallup survey of American youth which concluded that "the problem we face in America today is not a lack of willingness to serve or to help others, but to find the appropriate outlet for this. Other studies confirm this and come to the conclusions that: deprived of an opportunity to participate in something of value to their society, young (and not-so-young) people lapse into egoistic pursuits and authoritarian cults. This suggests that the problem of alienation lies less in our `human nature' or `national character' than in the way our resources, institutions, and social relations are organized." For the past decade, New Hampshire has been in the process of critically examining its schools and all other state programs serving our youth in an effort to redesign our institutions and review the ways in which we utilize resources and interact with each other. Through this process, we hope to encourage and support a new generation of thoughtful and committed citizens.

A. Early in 1990, Governor Gregg appointed a Task Force on Education consisting of educators and leaders from business and industry. This group was charged with defining "the core areas of knowledge, the core skills, and the core values that children should have studied and mastered by graduation. These core areas are necessary to prepare our students for success in either the work force or the pursuit of higher education. For either endeavor, basic foundations in education are crucial." This group has submitted a report to the Governor's Office.

Recommendations of the Governor's Task Force on Education:

1. Establish a set of expected Student Performance Outcomes with a system for assessment.

2. Reorganize the current administrative structure and recognize the importance of teachers.

3. Build strong community constituencies and coalitions with dynamic leadership.

4. Give every child in New Hampshire the best possible opportunity to succeed in life.

Contact: Charles H. Marston, Commissioner,
N.H. State Department of Education (603) 271-3144

B. With the release of the Governor's Task Force report, the State Department and State Board of Education are working to initiate the development of a statewide-assessment program that will be based upon student-performance outcomes. The development process will include item construction, field testing, validation of the instrument, and training in the administration and use of results to improve instruction. Performance-based assessment will provide students with the

opportunity to demonstrate basic-literacy skills of reading, writing, comprehending, and mathematics, as well as such higher-order skills as problem solving and critical thinking. Fundamental knowledge of science, social studies, health, and the arts will also be assessed.

Contact: Charles H. Marston, Commissioner, N.H. State Department of Education (603) 271-3144

With basic elements of character and citizenship, and experience in problem solving and critical thinking, students will be better able to make the many important decisions facing them now and in the future.

C. The New Hampshire State Board and Department of Education are committed to encouraging local districts in the identification of those elements of character and citizenship to be included in courses of study and/or instilled, by example, in a caring educational climate. To this end, the Board has developed partnerships with the NH Center for Character and Citizenship Education and the Boston University Center for the Advancement of Ethics and Character. Over the past three summers, almost 200 NH teachers have received intensive training in this vital area and are now in the process of implementing programs in their local school districts. These programs will provide students with background information on the development of the fundamental principles upon which American democracy is based, as well as basic elements of character and citizenship. With such a background, as well as experience in problem solving and critical thinking, students will be better able to make the many important decisions facing them now and in the future.

Contact: Carter B. Hart, Jr., Curriculum Supervisor, Social Studies Education (603) 271-2634

D. In February 1988, with funding from the Excellence in Education Program, the State Board and the Department of Education initiated the New Hampshire School Improvement Program through a grant to the New Hampshire Alliance for Effective Schools. This effort has been continued during school years 1989-90 and 1990-91 through contracts between the State of New Hampshire and the Alliance. The purpose of this program is to provide assistance to selected public elementary, middle, and high schools in the development and implementation of action plans for instructional improvement. These action plans, based on detailed profiles of educational effectiveness prepared for each school after an extensive needs assessment, are developed by teams of educators, parents, and community members. Currently thirty-six schools are participating in this program.

Contact: William B. Ewert, Administrator, Bureau of Elementary/Secondary Education (603) 271-2632

Our schools will only achieve excellence if we are committed to supporting the teachers who are asked to "stand and deliver."

E. Our schools will only achieve excellence if we are committed to supporting the teachers who are asked to "stand and deliver." Through its Mentor Teacher Project, the Department of Education has designed a collaborative action research model instituted in September 1989 to fund the training and support of mentor teachers to work with new teachers. Following an application process, teams from eight school districts were selected to attend six days of training during the 1991-92 school year. The design is for mentor teachers to work with new teachers for a one-year period, with both teachers observing each other's classroom. Mentor teachers will receive training in the areas of clinical supervision, adult development, reflective practice, active listening, problem solving, and conflict resolution. This collaborative approach is technical assistance at it's finest and will result in new teachers becoming more capable of meeting the needs and challenges of 21st century classrooms.

Contact: Kathy Dunne, Curriculum Supervisor, Staff Development (603) 271-2407

F. The Department of Education, in cooperation with Keene State College and the National Geographic Society, is supporting a multi-year project of instructional improvement in geographic education. The NH Geographic Alliance is part of a national network aimed at increasing the levels and the scope of geographic literacy in America. Through the Alliance, funds are used to bring classroom teachers and professional geographers together in a series of afternoon and full-day workshops and a two-week summer institute that focus on the goals, content, and methods of contemporary geographic education. Funds are also being used to support the development and publication of teacher-prepared lessons that present geography concepts in a NH setting.

Contact: Carter B. Hart, Jr., Curriculum Supervisor, Social Studies/Economic Education (603) 271-2634

G. The Bureaus of Vocational-Technical Education and Elementary/Secondary Education are working together to make the Applied Communications curriculum available to New Hampshire schools.

Contact: Dr. Richard Monteith, Curriculum Supervisor, Exemplary Programs (603) 271-3454

H. The Department of Education, through its art and music program, is assisting local school districts to achieve the goal of academic competence utilizing arts education for: fostering the creative-thinking skills necessary for problem solving in all of the disciplines; developing the observation skills vital for success in science; integrating such mathematical concepts as proportion and measurement; and, enhancing the understanding of past and present cultures through the examination of their artistic products.

Contact: Rachel Hopkins, Curriculum Supervisor, Arts Education (603) 271-2832

I. Through our Jobs for New Hampshire's Graduates program, participants receive instruction and training in the areas of Leadership Development and Civic Responsibility.

Contact: Ray O. Worden, Executive Director, N.H. Job Training Council (603) 228-9500

J. Schools will need flexibility in helping their students to achieve the competencies addressed under this goal. To encourage this, the NH State Board of Education has undertaken several initiatives.

- It has appointed a sub-committee to look at restructuring the N.H. School Approval Standards so that they are based more on student outcomes.
- It has adopted a number of alternative routes to certification. One is the demonstration of competencies through written and oral examinations. Another is the Alternative V Program, designed for individuals who wish to change careers. This program allows local school districts to hire an individual with a promising background and to train and sponsor that candidate for certification. Through alternative certification, the Board hopes to attract into New Hampshire's classrooms individuals with strong content backgrounds who will be able to enrich the educational experience of our youth.
- In an effort to determine the feasibility of allowing parents and students greater flexibility for selection the school which best meets their needs, the Board has appointed a sub-committee to explore educational choice.

Contact: Charles H. Marston, Commissioner, N.H. State Department of Education (603) 271-3144

Art and music programs foster creative-thinking skills, develop observation skills, integrate mathematical concepts and enhance understanding of past and present cultures.

We in New Hampshire envision our students as becoming capable of responding to the international need for economic, social and environmental solutions and the need to provide leadership for the benefit of all mankind in the global community of the 21st Century.

GOAL 4

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

With the achievement of this goal, we in New Hampshire envision our students as becoming capable of responding to the international need for economic, social and environmental solutions and the need to provide leadership for the benefit of all mankind in the global community of the 21st century.

A. New Hampshire has received a $10,000 planning grant from the Mathematical Sciences Education Board to establish a State Mathematics Coalition. The Coalition, which includes both the Governor and the Commissioner of Education, has been formed and has obtained funding that has enabled it to sponsor several activities designed to improve mathematics instruction.

Contact: Dr. Fernand J. Prevost, Curriculum Supervisor, Mathematics/EESA Title II (603) 271-3842

B. The Department of Education has focused the use of its Eisenhower Mathematics/Science higher education funds on programs which address the needs of elementary and middle-school teachers. In particular, the Department has sought to enhance the content background of elementary teachers and provide them with effective ways to integrate the teaching of science and mathematics in grades K-8.

Contact: Dr. Fernand J. Prevost, Curriculum Supervisor, Mathematics (603) 271-3842 or Dr. Edward Hendry, Curriculum Supervisor, Science (603) 271-3846

C. For the past two years, the Department, in conjunction with the State's Mathematics and Science Teachers' groups, has held a number of conferences and workshops that have sought to make educators more aware of the National Council of Teachers of Mathematics's Curriculum and Evaluation STANDARDS for School Mathematics report and the American Association for the Advancement of Science *Project 2061, Science for All Americans*, report. As a result, there has been a significant increase in the number of mathematics and science curriculum-review committees working in local districts, especially at the elementary level.

Contact: Dr. Fernand J. Prevost, Curriculum Supervisor, Mathematics (603) 271-3842 or Dr. Edward Hendry, Curriculum Supervisor, Science (603) 271-3846

D. The State continues to monitor the participation of women in mathematics and science at the secondary level. Recent data indicates that women and men participate in EQUAL numbers in mathematics and science, except in physics.

Contact: Dr. Fernand J. Prevost, Curriculum Supervisor, Mathematics (603) 271-3842 or Dr. Edward Hendry, Curriculum Supervisor, Science (603) 271-3846

E. The Bureaus of Vocational-Technical Education and Elementary/Secondary Education are working cooperatively to strengthen the academic skills of vocational and other non-college oriented students by making the Principles of Technology (Applied Physics) and the Applied Mathematics curricula available to New Hampshire schools.

Contact: Dr. Fernand J. Prevost, Curriculum Supervisor, Mathematics (603) 271-3842 or Dr. Edward Hendry, Curriculum Supervisor, Science (603) 271-3846

GOAL 5

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

With the achievement of this goal, we envision a statewide community of individuals capable of actively seeking information on public issues from a variety of sources and who are committed to taking the time to reflect critically and respond constructively.

We envision a statewide community of individuals capable of actively seeking information on public issues from a variety of sources and who are committed to taking the time to reflect critically and respond constructively.

A. The New Hampshire Department of Education, through the Office of Adult Basic Education, provides a comprehensive delivery system of programs for adults who have not completed high school. Approximately 9,500 adults enroll each year in classes at learning centers, schools, libraries, factories, and community centers. A statewide volunteer-tutoring program also provides one-on-one instruction for an additional 2,000 adults. During the 1990-91 school year, 2,400 adults successfully completed the GED (high school equivalency test). This represents an increase of 30% over the previous year.

Contact: Dr. Arthur Ellison, Supervisor,
Office of General Adult Basic Education Services (603) 271-2247

B. The Bureau of Vocational-Technical Education has established business and industry partnerships through which thousands of adults are enrolled in adult vocational and apprenticeship programs throughout the state.

Contact: Neil Cross, Curriculum Supervisor,
Apprenticeship Education (603) 271-3186

C. In order to develop skills for responsible citizenship, young people need to come together in their own forum to address the issues which affect their lives. Again this October, approximately 350 New Hampshire teenagers will participate in the sixth annual statewide teen-health conference, "TAP: Teens Are People." This conference is sponsored by the New Hampshire Division of Public Health Services, Bureau of Maternal and Child Health and 20 co-sponsoring agencies. The program features speakers, safety demonstrations, personal health risk appraisals and workshops on topics including sexuality, self-esteem, decision-making, peer pressure, drinking and drugs, coping with stress, teen suicide, college, jobs, and family relations. The purpose of the conference is to expand teens' knowledge of health issues, increase their ability to set goals and make decisions about these issues, and provide a forum in which they can exchange feelings and ideas.

In order to develop skills for responsible citizenship, young people need to come together in their own forum to address the issues which affect their lives.

Contact: Maureen Angelini, Bureau of Maternal and Child Health
N.H. Division of Public Health Services (603) 271-4520

D. The N.H. Department of Post Secondary Technical Education (NHDPST) is addressing the goal for adult literacy and lifelong learning by focusing on each of the objectives related to this goal. The Technical College System maintains the Technical Institute at Concord and Technical Colleges at Berlin, Claremont, Laconia, Manchester, Nashua and Stratham.

OBJECTIVE 1: Every major American business will be involved in strengthening the connections between education and work.

1. The number of co-operative programs wherein students, as part of their curriculum, are placed and educationally supervised in businesses throughout the

state was increased from 0 to 4. The Graphics Arts industry is supporting the co-op program in Laconia and Toyota, Ford, and GM, are supporting programs in Stratham, Manchester, and Laconia respectively. The department continues to work to convert more of our programs to the co-op model.

2. Digital Equipment Corporation has provided equipment grants to Concord, Manchester, and Laconia. Further grants are anticipated for Claremont and Berlin.

3. The General Aviation community and FAA provided direction, impetus, and equipment, including several aircraft, to start the Nashua Aviation Technology Program. The craft committee, composed of business persons, advising and developing the program was awarded by FAA the "Outstanding Achievement Award in Aviation Education Program Development."

4. Equipment donations increased 227% to $412,450. The majority of this increase was due to Markem Corporation's donation of a complete phototypesetting system.

5. Representatives from Dartmouth Mary Hitchcock; Sanders/Lockheed; and General Electric, Hooksett; provided technical assistance in reviewing and making recommendations on how to more cost efficiently and effectively organize the department. These recommendations resulted in the centralization of the business office functions of the department.

The department worked aggressively with local and state economic development agencies in offering training assistance to companies interested in expanding or moving into the state.

6. The department worked aggressively with local and state economic development agencies in offering training assistance to companies interested in expanding or moving into the state. Two notable firms were Harris Graphics and Aerobus.

OBJECTIVE 2: All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

1. Concord provided matching funds and entered into an agreement with the Division of Vocational Rehabilitation to provide a learning disabilities specialist to assist faculty and learning disabled students. Stratham hired a part-time specialist to accomplish the same. Manchester and the Manchester Public School System have entered into an agreement to develop a 2 + 2 program for those students with severe disabilities. Finally, the department has established an intercollegiate committee to provide recommendations on how to improve access to the technical colleges for those with disabilities.

2. Claremont, Manchester, and Stratham provided space to house the New Hampshire Job Training Council's NHJTC Family Independence Program which serves long-term welfare recipients.

3. With NHJTC, Berlin provided services to dislocated workers from Carroll Reed and Stratham provided services to those dislocated from the Naval Shipyard and the shutdown of Pease. Other colleges participated as needed in meeting the needs of dislocated workers.

4. Manchester applied for and received funding to provide ESL instruction for the upcoming year.

5. The department continues to strengthen its pre-tech programs. Manchester purchased the hardware and Plato software needed to provide pre-tech instruction through computers.

6. The department worked with NHJTC to develop and implement a Workforce Skills Development Program in Claremont, Manchester, and Stratham. This program provided an intensive 10 weeks of remedial education with the purpose of preparing these students to gain access to higher education. The program for the coming year is contracted with the entire technical college system.

The department worked with the NH Job Training Council to develop and implement a Workforce Skills Development Program in Claremont, Manchester, and Stratham.

7. The Advisory Leadership Council (composed of the Commissioners of Education, Postsecondary Technical Education, and Employment Service; the Chancellor of the University System; and the Directors of the N.H. Job Training Council, the State Council on Vocational Education, and the N.H. School Boards' Association) has initiated the development of an educational infrastructure (K-20) to support efforts by the Department of Resources and Economic Development. Efforts in the coming year will focus on creating an infrastructure to support occupations in the following fields: biotechnology / biomedical technology, environmental technologies, computer software development and maintenance technologies, and advanced manufacturing/advanced material technologies.

OBJECTIVE 3: The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

1. Four new programs were developed and approved for implementation: Accounting-Claremont, Biomedical Technician-Manchester, Computer Technology-Berlin, and Aviation Technology-Nashua.

2. Each college maintains a Division of Continuing Education (DCE). Manchester and Concord hired individuals to develop programs with business and industry that would meet the staff development and education needs for its workforce. Some of the customized courses designed include: blueprint reading, hazardous material handling, teacher training, precision measuring, blueprint interpretation in metrics, energy auditing, pneumatics, polymer processing, geometric dimensioning, tolerancing and technical writing. Over 2500 workers were trained through these divisions for such companies as Teradyne, Ingersol-Rand, Sprague Electric, Blue Cross/Blue Shield, Hart's Restaurant, Kollsman, Lakes Region Hospital, Holson Company, Webster Valve, AT & T, GE, Honeywell, and Lockheed/Sanders.

3. The department has developed and expanded block scheduling as well as Saturday course offerings. With the exception of Claremont, each college offers one or both schedule alternatives. This type of scheduling increases accessibility to working adults.

4. The department is currently exploring the development of Advanced Technology Centers (ATC) as part of a national effort to focus on retraining and upgrading the technical skills of the existing workforce.

OBJECTIVE 4: The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.

1. A record 4,119 persons were enrolled in the Day Division in Fall of 1990. This equated to a fulltime equivalency (FTE) of 4,587. Enrollments increased by 10.4% (12.7% FTE) over the Fall of 1989.

2. Enrollments in the Division of Continuing Education (DCE) increased by 2.7%. A record of 22,977 registrations was achieved. Fulltime equivalency (FTE) increased 4.8% to 4,433.

3. A total of 1,254 persons received their Associate's Degree or Diploma at the end of the '90-'91 academic year. This is an increase of 17% over the previous year and is the highest number of graduates in the history of the department.

OBJECTIVE 5: The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems will increase substantially.

1. The Board of Governors and the Commissioner created an intercollegiate committee on core competencies. The purpose of this committee is to establish core areas of competence and related minimum competency standards for every student, regardless of program and/or institution attended. The starting point for this work will be "What Work Requires of Schools, " the report of the Secretary's commission on Achieving Necessary Skills (SCANS); *America's Choice: High Skills or Low Wages*, the report of the Commission on The Skills of the American Workforce; *America 2000: an Education Strategy*; The Governor's Task Force on Education 1990 Report on "Student Performance Outcomes;" and the Business and Industry Association of New Hampshire's report "What Should They be Able to Do?"

2. The Board of Governors and the Commissioner also created a second intercollegiate committee on pedagogy. The purpose of this committee is to assess the ability of current teaching methods used in the system to develop the competencies outlined in the aforementioned reports. It will investigate alternative teaching methods and make recommendations on how to teach competencies as an integrated part of the curriculum and each course. Further, it will develop and recommend a plan of implementation to effect the necessary changes in pedagogy, ranging from staff development to institutional change which is reflective of existing and projected resources.

Contact: Keith W. Byrd, Deputy Commissioner,
N.H. Department of Postsecondary Technical Education (603) 271-2722

As the "global community" becomes more interdependent, Americans have come to realize the need for more citizens to be proficient in languages and more knowledgeable of world cultures.

E. As the "global community" becomes more interdependent, Americans have come to realize the need for more citizens to be proficient in languages and more knowledgeable of world cultures. As a result, the State Department of Education and local school districts are working to develop longer sequences of language programming. Already, many communities have developed language programs at the elementary and junior high school levels. Professional language teachers are developing regional collaboratives to advance the cause of language education nationally. New Hampshire presently has four such collaboratives, with more planned for development in the near future. Technology is serving to provide instantaneous worldwide communication. New Hampshire and Quebec Province have developed an international telecommunications bilingual network employing French and English in team-teaching and learning activities.

Contact: Dr. Robert R. Fournier, Curriculum Supervisor,
Foreign Language/Bilingual Education (603) 271-3844

F. As the nation matures, its seems certain that it will remain pluralistic in nature. To become knowledgeable about the diverse cultural heritage of this nation and about the world community, American students can learn about the nation and world cultures by starting in their own communities. In New Hampshire, government officials (the public sector) have joined with ethnic organizations (the private sector) to develop cultural agreements and to foster ethnic development. Governor

Gregg has signed a cultural agreement with Quebec officials. The resulting cultural exchanges will surely lead to a better understanding of our own national diversity. Such activities need to be multiplied to provide students with other than stereotypical ideas of other cultures.

Contact: Dr. Robert R.Fournier, Curriculum Supervisor, Foreign Language/Bilingual Education (603) 271-3844

G. The New Hampshire Job Training Council incorporates basic and workplace skills as an integral part of all our adult job-training programs. This has been achievable in large part with the assistance of the Technical College. Further, our strategy in assisting long-term welfare recipients in our Family Independence Program incorporates this objective.

Contact: Ray O. Worden, Executive Director, N.H. Job Training Council (603) 228-9500

To become knowledgeable about the diverse cultural heritage of this nation and about the world community, American students can learn about the nation and world cultures by starting in their own communities.

GOAL 6

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

In most New Hampshire communities, our citizens relate to one another in more than one setting. For this reason, the "spirit of community" becomes the instrument for creatively responding to the needs of all individuals. This same "community spirit" is expressed on a statewide level by agency personnel initiating our state's response to substance abuse and violence. Based on the following information, it appears that we will need to muster all of our forces in order to effectively respond to this goal.

In the 1990 survey, eighty-four percent of those interviewed stated that they had their first drink before age 17.

■ The New Hampshire Office of Alcohol and Drug Abuse Prevention (OADAP) released information comparing alcohol use among teens nationwide to use among teens in New Hampshire. Nationally, use prior to age 18 is 49%; in New Hampshire this percentage is 66%. Nationally, use prior to age 14 is 14%; in New Hampshire this percentage is 22%. The Youth Risk Behavior Surveys (YRBS) conducted by the Department of Education working cooperatively with the Centers for Disease Control support OADAP's information. In the 1990 survey, eighty-four percent of those interviewed stated that they had their first drink before age 17. The YRBS indicates that there are other areas of concern we must continue to address. One out of three of the students participating in the survey admitted to having been passengers in a vehicle driven by a person under the influence. One out of eight admitted to driving under the influence themselves.

■ Research shows that early tobacco use is considered to be an entry into other substance abuse. The 1990 YRBS indicates that almost one third of those surveyed had used tobacco prior to becoming a teenager. The peak years for first use of marijuana are between 13 and 16 years old. In the 1990 survey, most of the 6.6% who had tried cocaine were in this same age group. The 1991 survey relative to cocaine use shows even higher percentages (over 12%) for males over 18.

■ Violence is also an issue of concern. On the 1990 YRBS, one out of eight students reported carrying a weapon (most often a knife or razor) multiple times. Thirty percent of those surveyed reported that they had seriously thought about suicide in the last 12 months. The link between substance abuse and violence can easily be attested to by law enforcement agencies and the court system.

The peak years for first use of marijuana are between 13 and 16 years old.

A. One activity which addresses the goal of drug- and violence-free schools is the Department's support for fostering mentor relationships between school districts for a prevention-education program called Project Safeguard. This program, conceived by and implemented under the leadership of a classroom teacher in Merrimack, New Hampshire has a four-year history of approximately 80% parental involvement. In a unique workshop environment, the program emphasizes drug and alcohol abuse prevention but also addresses the full-spectrum of issues young people are facing. It exemplifies positive interaction of the schools with parents, community agencies, and local businesses. The district is currently involved in a mentorship relationship with six other school districts at different stages of program development for their schools.

Contact: Warren Berry, Teacher,
Mastricola Middle School, Merrimack, NH (603) 424-6221

B. The Department and local districts are using their funds from the *Drug-Free Schools and Communities Act* to establish and implement age-appropriate, developmentally-based drug and alcohol education and prevention programs which

address the legal, social, and health consequences of drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. These programs must be comprehensive and designed to meet the needs of all students in all grades, from kindergarten through grade 12.

Contact: Dr. Fay Youells, Curriculum Supervisor, Alcohol/Drug Education (603) 271-3839

C. Exemplary of public and private sector collaboration is New Hampshire's Teen Institute. The coalition forming this Institute is assisted by the N.H. Office of Alcohol and Drug Abuse Prevention and the Department of Education. In a summer-camp type setting, young people are provided with an experiential education designed to foster personal growth and leadership skills. They learn how to help their peers and how to communicate effectively with adults. Once back in their schools and communities, they act as catalysts for promoting positive alternatives to alcohol and drug use by organizing chemical-free parties, in-house groups for Alcoholics Anonymous, Alateen and peer outreach, and school-wide organizations of Students Against Driving Drunk (SADD) and Students to Offset Peer Pressure (STOPP). Student teams have reported personal intervention triumphs in preventing suicides, in convincing others against dropping out, and in welcoming and supporting newcomers. Many teams do cross-age teaching with elementary students acting as positive role models throughout the process. During the past eight years, 1400 students representing half of the state's high schools have been through peer outreach training and about 700 have been involved in the Teen Institute camp experience.

Contact: Marie D'Santis, Director, Teen Institute (603) 226-0111

In a summer-camp type setting, young people are provided with an experiential education designed to foster personal growth and leadership skills. They learn how to help their peers and how to communicate effectively with adults.

D. DARE (Drug Abuse Resistance Education) utilizes uniformed police officers who go into the classroom (usually in grades 5 and 6) and present a 17-week curriculum to the students. Approximately 125 officers have been through the eighty hours of training required to participate in this program. Their training, along with funding for the kits they use in the classroom, are supported through Governor's Discretionary Dollars (Drug-Free Schools). The fact that this program has been well-accepted statewide is evidenced by the public/private collaboration at the local level which has involved fund-raising for incentive items such as bumper stickers and tee-shirts.

Contact: John Stevenson, State Police, Department of Safety (603) 271-3636

The fact that DARE has been well-accepted statewide is evidenced by the public/private collaboration at the local level which has involved fund-raising for incentive items such as bumper stickers and T-shirts.

E. Governor Judd Gregg and Attorney General John P. Arnold recently announced the initiation of a state-wide drug and alcohol abuse prevention program directed at both children and their parents. This program was developed by the Attorney General's office, in cooperation with the NH Association of Chiefs of Police. Entitled "Don't Wait Until It's Too Late, Talk With Your Kids About Drugs," the program is unique in that it emphasizes the role parents play in helping their children understand the dangers of drugs and avoid peer pressure to use drugs. This program will assist parents in developing a better dialogue with their children to help keep them drug free. It will employ a coordinated, multi-media approach to communicate to parents their need to talk with their kids about drugs. *A Parent's Guide to Drug Abuse* has been produced to provide information to parents. Another dimension of the program is a "Drug Report Card" that will be distributed to every parent of school-aged children in the state. This report card will test parents' understanding of the most effective ways to help children stay away from drugs. Posters and bumper stickers will also be distributed throughout the state.

Contact: David W. Long (603) 625-5713

E. Acting on the recognized link between substance abuse and violent behaviors and hoping to raise community awareness levels, the NH Office of Alcohol and Drug Abuse Prevention will feature the topic of "violence in our students lives" at their December Educators' Conference.

Contact: Ilse Yanis,
Office of Alcohol and Drug Abuse Prevention (603) 271-6101

The NH School Boards Association has been a long-time advocate and voice for action for at-risk youth.

F. State agencies and organizations are actively collaborating to address the many affective issues which are the barriers to our students reaching their academic potential. The NH Association of School Principals, the Middle-Level Task Force, the Department of Education and the Child Abuse Task Force are completing plans for a two-year program of regional educators' conferences designed to first present local school/community teams with problem statements and then to share solutions that work. The NH School Boards Association has been a long-time advocate for at-risk youth and has been a voice for action through both its annual at-risk conference and through its compilation of state data regarding our youth.

Contact: Beverly Grenert, Curriculum Supervisor,
Health Education (603) 271-2831

As groups of dedicated citizens, following their long work-days, come together at weeknight meetings to develop plans and initiate action steps, we are seeing participatory democracy at its best. The desire for change is high and the energy to accomplish ideas is there.

G. Working with technical assistance from the Department of Education, several communities have begun to review their comprehensive school health programs in order to identify weaknesses and to respond to the needs of students more effectively. Since July of 1989, teachers, social service providers, police, welfare workers, guidance counselors, pediatricians, nurses, town, county, and state representatives have joined with business leaders, college professors, and parents to form a 90-member Plymouth-Area Ad Hoc Committee on Youth-at-Risk. America in its best creative problem-solving mode can be witnessed in this community and in many others across our state. As groups of dedicated citizens, following their long work-days, come together at week-night meetings to develop plans and initiate action steps, we are seeing participatory democracy at its best. The desire for change is high and the energy to accomplish ideas is there.

Contact: John True, Assistant Superintendent, SAU #48 (603) 536-1254

H. Student Assistance Programs (SAP) within the schools provide prevention, intervention and support services for youth. These district-level programs are funded in a number of ways. Some SAP's are totally supported by their own districts, some are supported by entitlement drug-free schools dollars, others by Governor's High-risk Dollars (Drug-free Schools), others through on-going prevention contracts with the NH Office of Alcohol and Drug Abuse Prevention and still others by a combination of all of above. Through these creative-funding packages, some commun- ities/regions such as Monadnock Family Services, Project Second Start, White Mountain Regional School District, White Mountain SAU in Littleton, and Plymouth struggle to maintain viable Student Assistance Programs. The Student Assistance Coordinator provides assessment and referral for students, support groups for children from chemically-dependent homes, and assistance for students who are in recovery. This Coordinator also provides consultation and technical assistance to teachers and other school personnel and often provides training and education regarding substance abuse and other pertinent problems of youth.

Contact: Mary Dube,
Office of Alcohol and Drug Abuse Prevention (603) 271-6102

I. Through efforts supported by the State Department of Education Office of School Health Services and the Board of Nursing, school nurses are actively partici-

pating in health education. In collaboration with other school personnel, school nurses stand in support of comprehensive health education which emphasizes health and wellness rather than disease and illness. Additionally, educational programs are planned for April 1992 which will focus efforts to prevent students' involvement in the high-risk behaviors which often result in alcohol and drug abuse, emotional problems, and the use of weapons or violence. School health services reinforce positive health behaviors and attitudes and work toward decreasing negative behaviors that put our students at risk for not reaching their potential.

Contact: Joyce Johnson, Curriculum Supervisor, School Health Services (603) 271-6050

J. One of the Jobs for New Hampshire Graduates program's target populations is substance abusers. This program provides a structured environment and couples high achievement goals with the support to reach those goals.

Contact: Ray O. Worden, Executive Director, N.H. Job Training Council (603) 228-9500

K. In an effort to provide leadership in health promotion and physical fitness, New Hampshire's first lady, Kathy Gregg now co-chairs the Governor's Council on Physical Fitness. Through the efforts of the Council, many businesses, and statewide agencies/organizations will join with educators to develop plans for improving the health and fitness status of the citizens of the state. The NH Association of Health, Physical Education, Recreation and Dance will be assisting the Council in its efforts to involve individuals at the school/community level in implementation of goals.

Contact: Clark Dumont, Vice-President for Public Affairs and Communications, Blue Cross-Blue Shield (603) 224-9511 or Kay Zaso, Chief, Bureau of Health Promotion, N.H. Division of Public Health Services (603) 271-4551

L. The New Hampshire Legislature has enacted a bill to establish drug-free school zones and has appropriated funding for the purpose of facilitating its implementation. Under this act: "It shall be unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense, or compound any controlled drug or its analog, within a drug-free school zone [i.e., any area in or on or within 1,000 feet of the real property comprising a public or private elementary, secondary, or secondary vocational-technical school] at any time of the year." Any person who violates this law may be sentenced to a term of imprisonment or fine, or both, up to twice that otherwise authorized under state law. In addition: "A town may adopt bylaws establishing as a drug-free zone any area inclusive of public housing authority property and within 1,000 feet of such public housing authority property." Any person violating such bylaw shall be guilty of a violation, in addition to any other penalties imposed under state law. The school administrative unit or town, as appropriate, shall publish a map clearly indicating the boundaries of all drug-free zones. Further, drug-free zones shall be clearly marked by signs or other markings as appropriate.

Contact: Patricia Busselle, Administrator, Hearing Appeals, School Law and Legislative Unit, N.H. Department of Education (603) 271-2298

School health services reinforce positive health behaviors and attitudes and work toward decreasing negative behaviors that put our students at risk for not reaching their potential.

ADDRESSING THE THEMES

The President's four-theme educational strategy will play a critical role in the nation's efforts to achieve the six national educational goals. For this reason, the University System of New Hampshire has structured its report relative to the achievement of the goals around the four themes outlined in *America 2000.*

Each of the four institutions that make up the University System — The University of New Hampshire, Plymouth State College, Keene State College, and the School for Lifelong Learning — have made the *America 2000* strategies integral to the higher education approaches they take to accelerating school reform, to improving teacher preparation, to delivering innovative programs to those out of school and in the workforce, and to raising student achievement in Math and Science.

Their efforts are yielding some important results, as can be seen from ways the USNH institutions have begun to apply the President's four-themed educational strategy for creating better and more accountable schools, creating a new generation of American schools for tomorrow's students, transforming America into a nation of learners, and making communities places where learning will happen.

THEME 1: Creating better and more accountable schools

The President's interest in building schools that help the nation achieve national excellence has given additional strength to the USNH institutions' ongoing work with schools and teachers. Two aspects to which the campuses are giving renewed attention are the establishment of higher expectations for learning in all areas, and for raising student achievement in Math and Science in particular.

1. The University System of New Hampshire institutions are establishing higher expectations for learning.

■ UNIVERSITY OF NEW HAMPSHIRE

Together with the other New England Land Grant Universities, UNH has published new expectations for successful applicants for admission, which include four (or more) years of English and mathematics, and at least three years of science and foreign language. This has resulted in an increase in college preparatory courses selected by NH secondary school students and a significant improvement in the preparation of students entering the University. For example, about 45% of this year's freshman class took calculus in high school.

Contact: Stan Fish, Director of Admissions (603) 862-1360

■ KEENE STATE COLLEGE

Keene State has raised admissions requirements in English and Mathematics, and has developed a coordinated program of assessment and placement to move students toward more challenging selections. Over 90% of freshmen take a Freshman Year Experience course which explicitly addresses a challenging academic environment, diverse learning styles, and innovative assessment techniques. Five years of experience with students in these courses show increased retention and achievement.

Contact: Merle Larracey,
Director of Instructional Innovation (603) 358-2380

The President's four-theme educational strategy will play a critical role in the nation's efforts to achieve the six national educational goals. For this reason, the University System of New Hampshire has structured its report relative to the achievement of the goals around the four themes outlined in America 2000.

The quality of SLL coursework and of independent learning contracts, which are also based on an outcomes approach, are of vital importance to students working on self-designed elements within programs.

■ PLYMOUTH STATE COLLEGE

Plymouth State College's Education department has set, and is enforcing, higher academic standards for student's continued enrollment in the elementary education program.

Contact: Stephen Weissmann, Chair, Education Department (603) 535-2449 or Ann Marie Jones, Coordinator, Teacher Education (603) 535-2224

■ SCHOOL FOR LIFELONG LEARNING

During the past year, the School has experimented with its outcome-based approach to curriculum and individual course design, to incorporate the Standards File concept outlined by Dr. Morris Keeton, former Executive Director of the nationally respected Council for Adult and Experiential Learning (CAEL). The idea is to create faculty consensus about standards for superior, average, and non-acceptable evidence of student achievement of one or more learning outcomes in a course which has been chosen as a model for this approach. In a nationwide survey of adult-oriented curricula, Dr. Keeton has commented upon SLL's use of the outcome approach to strengthen the expectations of faculty relative to adult student performance in a given learning experience. Although the School does not offer teacher preparation as a program within its undergraduate degrees, it does serve the needs of many mature learners who are interested in involving themselves with local school systems in some special capacity. Thus, the quality of SLL coursework and of independent learning contracts, which are also based on an outcomes approach, are of vital importance to students working on self-designed elements within programs.

Contact: Fran Mahoney, Associate Dean (603) 862-1692

2. What the University System of New Hampshire institutions are doing about raising student achievement in Math and Science.

The UNH Admissions Office collects data on students' grades by subject area and reports their performance (anonymously) to the secondary schools from which these students graduated.

■ UNIVERSITY OF NEW HAMPSHIRE

Reports of student performance: The UNH Admissions Office collects data on students' grades by subject area and reports their performance (anonymously) to the secondary schools from which these students graduated. This helps the secondary schools to adjust their curricula in Math and Science, as well as in other subject areas, to provide better preparation for university courses.

Contact: Stan Fish, Director of Admissions (603) 862-1360

Assessment Project: UNH is in the second year of a five-year project to develop measures, procedures, and applications for assessing broad learning outcomes of the undergraduate experience. Pilot data are currently being collected. It is expected that, among other things, the results of assessment activities will provide useful evaluative information to high schools about the level of preparation and performance of their students who come to the university.

Contact: Barbara Montgomery,
Associate V.P. of Academic Affairs (603) 862-3290

■ KEENE STATE COLLEGE

High school students are given summer science research opportunities through project SEED of the American Chemical Society as well as through the

Riverwatch Program which uses teams of college people, community people and high school students to monitor water quality of the local Ashuelot River.

Contact: Jerry Jasinski, Professor of Chemistry (603) 358-2563 (Project SEED) or Stephen Stepenuck, Professor of Chemistry (603) 358-2560 (Riverwatch)

New pilot courses such as introductory "Physics for All Seasons" engage education and general education students in active discovery of principles behind a bed of nails, rainbows, skiing and skating, and washboard patterns on spring dirt roads. At the upper level, 5-7 student teams design and build (for example) a model chemical water treatment plant with students from chemistry, technology (electronics and fabrication), computer science (hardware and software design), and management (project management).

Contact: Russell Harkay, Professor of Physics (603) 358-2588

THEME 2: Creating a New Generation of American Schools for Tomorrow's Students.

The President's emphasis on research and development, and his commitment to ask Congress to vote $550 million for "break the mold" schools, supports several special efforts the University System institutions have taken on. The University System believes these efforts are critical to the creation of a new generation of schools for tomorrow's New Hampshire students.

These special efforts fall into two broad categories: a) improvement of teacher preparation; and b) improvement of continuing professional education for teachers.

1. IMPROVEMENT OF TEACHER PREPARATION.

■ UNIVERSITY OF NEW HAMPSHIRE

The University is committed to the preparation of outstanding teachers for New Hampshire's schools. The UNH Department of Education has a national reputation for its excellent teacher preparation programs, and has led the way in a number of national reform efforts. Since 1974, the University has required completion of an undergraduate degree in the arts or sciences prior to entering a teacher preparation program. This extended five-year program, leading to the M.Ed. or MAT is now being replicated at hundreds of colleges and universities throughout the country. Follow-up studies of program graduates reveal very high levels of job satisfaction, much greater commitment to staying in a teaching career, and greater competence as teachers compared to those who only complete an undergraduate education degree.

The central feature of teacher preparation is the year long internship required of all Master's degree candidates. This extended internship allows new teachers to hone their instructional skills under the guidance of mentor teachers, and to link their university training with the demands of public schools. Most interns are clustered together in specific schools, creating a climate of clinical support and change not possible under traditional placement practices. The internship schools become close partners with the University, allowing for ongoing research and teacher preparation projects.

Contact: Bruce Mallory, Chair, Education Department (603) 862-2380

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■ KEENE STATE COLLEGE

Keene State's Wheelock Laboratory School, a neighborhood school in Keene, provides a teaching/learning laboratory for prospective teachers throughout their education, the Child Development Center with programs for over 100 community children from infancy through age 6 is another example of a valuable learning laboratory for education students. This also serves the goal of making sure all children in America start school ready to learn.

Contact: John Couture, Principal, Wheelock School (603) 358 2300

Similar learning/teaching child centers are located on the campuses of The University of New Hampshire and Plymouth State College, where they fulfill the same purpose. All "methods", "practicum", and "student teaching" placements are conducted in clinical/school-based settings.

Contact: David Costin, Director of Student Teaching (603) 358-2350

Establishment of Student Teaching Centers throughout the state enable the KSC Education student to participate in a diverse and unique experience. The combination of 10-12 students in one placement site facilitates exchange and advancement.

Contact: David Costin, Director of Student Teaching (603) 358-2350

The goal is to make available to public school teachers the human and technological resources of the University in order to improve their knowledge and skills, which in turn will improve student learning. These partnerships are a means to help University faculty understand the real problems faced by public school teachers. They result in research designs and teaching programs that bear directly on the needs of New Hampshire public schools.

2. CONTINUING PROFESSIONAL EDUCATION FOR TEACHERS.

■ UNIVERSITY OF NEW HAMPSHIRE

Summer Institutes: UNH has established several summer institutes for high school and elementary teachers on the use of computer technology in public school curricula, the improvement of writing and reading instruction, increasing the science and math skills of elementary teachers to enable them to provide better classroom instruction, and techniques for improving critical thinking skills in high school social studies classes.

Contact: Bruce Mallory, Chair, Education Department (603) 862-2380

Professional Inservice Training: There are various projects offered by UNH faculty in the sciences (chemistry, mathematics, biology, physics) which are held on Saturdays, and during the summer months using the University's marine science labs, computer labs, and the natural resources of the seacoast region. For example, faculty from the College of Life Sciences and Agriculture conduct a 4-day workshop for New Hampshire high school teachers. This past year about 100 teachers expressed a desire to attend the workshop, which can accommodate 30 participants. In all of these activities, the goal is to make available to public school teachers the human and technological resources of the University in order to improve their knowledge and skills, which in turn will improve student learning. In addition, these partnerships are a means to help University faculty understand the real problems faced by public school teachers, resulting in the design of research and teaching programs that bear directly on the needs of NH public schools.

Contact: Bruce Mallory, Chair, Education Department (603) 862-2380

■ KEENE STATE COLLEGE

A 1991-1992 NEASC Grant enables interaction of KSC Math Educators with local K-12 Math Educators. Collaborative programming and curricular improvements are the focus. In addition, implementation of new national Math Standards will be a result of this project.

A Faculty Fellow program, recognized as a NEASC Demonstration Program, brings an Elementary Teacher to campus for one or two years. During this period, the teacher is directly involved in teaching and curriculum development. The experience not only provides continued professional growth for the teacher but also brings the "schools" into higher education. Keene State College has completed six years of Technology Educator Institutes. Supported by grant funding, these institutes provide continuing education for the states' technical and vocational teachers. Summer Institutes, such as Learning Styles and Special Education contribute to continuing professional development.

Contact: Ann Britt Waling, Dean of Professional Studies (603) 358-2220

■ PLYMOUTH STATE COLLEGE

The Plymouth State College Natural Science department has many workshops to update high school and middle school teachers: 1-week intensive summer microscale workshops for high school chemistry teachers, which shows them how to do advanced chemistry lab experiments at a small cost and with increased safety and student involvement, 1-day sessions on laboratory safety for high school teachers, and fall and spring special topic courses in physical sciences for middle school and high school chemistry and physics teachers.

Contact: Alan Davis, Chair, Natural Sciences (603) 535-2326

The Mathematics department is taking a lead role in updating the teaching of mathematics in New Hampshire. Projects include: a 1-week, summer, intensive, core-curriculum project that brings together 25 New Hampshire math teachers, to explore new approaches and new technology for math teaching: leadership for the New Hampshire Math Coalition with business/industry and education; and the first nationally-sponsored math conference in New Hampshire, to be held in Nashua in November, sponsored by National Council for Teachers of Mathematics and N.H. ATME.

Contact: William Roberts, Chair, Mathematics Department (603) 535-2433

■ SCHOOL FOR LIFELONG LEARNING

Improvement of continuing professional education remains a major area of activity for SLL. Each year, because of its statewide program, SLL makes available a wide range of one-credit graduate modules in a weekend format, to teachers who wish to enhance their understanding of a current educational topic (for example, learning styles). In addition, the School offers other full semester courses for teachers, both as part of its regular programming in local communities, but also through special contractual relationships with various school districts and supervisory unions. In many cases, SLL brokers and administers the delivery of entire graduate programs (for example, the UNH graduate program in Reading) in response to the more rural parts of the state superintendents who have voiced a need.

Contact: Fran Mahoney, Associate Dean (603) 862-1692

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THEME 3: Transforming America into a Nation of Learners

Developing students' motivations and capacities for lifelong learning is a very important part of the work of the University System of New Hampshire. Intervening early to increase aspirations and preparation of students, and providing feedback on student performance, are two goals the institutions have incorporated in their activities to keep students engaged in learning. Following are examples of efforts that are successful, and now, typical, on the campuses.

1. INTERVENING EARLY TO INCREASE ASPIRATIONS AND PREPARATION.

■ UNIVERSITY OF NEW HAMPSHIRE

Project Search involves a year-long lecture series held on campus for talented high school seniors, involving lectures and small discussions led by graduate students on contemporary social issues.

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Contact: Heather Carney, Director of Project Search (603) 862-3742

The Educational Talent Search Program provides institutional support for this federally-funded program that counsels high school students and their parents about college admission policies, financial aid programs, and various career opportunities.

Contact: Marsha Jones, Director of Educational Talent Search (603) 862-1562

The Upward Bound Program provides institutional support of this federally-funded program that aims to help high school students improve their academic skills, motivation, and self-confidence in preparation for college or training after high school.

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Contact: Dan Gordon, Educational Program Coordinator (603) 862-1562

"Super Science Saturday", organized by the faculty from the College of Life Sciences and Agriculture, provides a full-day of hands-on laboratory experiences for New Hampshire high school students and their teachers.

Contact: Bob Blanchard, Associate Dean, Life Sciences and Agriculture (603) 862-1451

Select Summer Programs in Music and English bring talented high school musicians (mainly minority students) to the campus for repeated summers of intensive work in English composition as well as music. The first class consisted of eighteen students; gradually the group will grow to approximately fifty. A mathematics component may be added in the future.

Contact: Mike Deporte, Chair, English Department (603) 862-1313

College Opportunity Program: UNH-Manchester offers opportunities for area high school juniors and seniors who have been recommended by their guidance counselors to take university-level courses, thereby gaining a more informed understanding of expectations and possibilities in higher education.

Contact: Lewis Roberts, Dean, UNH Manchester (603) 669-0800

Association for Women in Science Middle School Outreach Program: This program is designed to attract middle school students, primarily females, to careers in science-related fields. UNH faculty in the sciences, engineering, and mathematics visit middle schools, with a variety of presentations, including hands-on experiments, aimed at interesting these students.

Contact: Dawn Meredith, Associate Professor of Physics (603) 862-2063

■ KEENE STATE COLLEGE

Keene State College's Upward Bound Program is a college preparatory program designed to generate among able young people from low-income backgrounds the skills and motivation necessary for success in education beyond high school. Keene's program serves fifty-five students from eleven high schools within a fifty-mile radius of the campus. The heart of the program is a unique six-week summer residential program.

Contact: Alan Glotzer, Director (603) 358-2360

■ PLYMOUTH STATE COLLEGE

Plymouth State College has instituted a cooperative program with Plymouth Area High School, whereby high school students recommended by their teachers and guidance counselors can take college courses as part of their high school class load.

Contact: Gail Wiltse, Director of Guidance, Plymouth Regional High School (603) 536- 1444 or Pat Campbell, Program Assistant (603) 535-2230

The Upward Bound Program at Plymouth State College focuses on Math and Science during a six-week summer program. In addition, Student Support Services, provides academic and personal support for disadvantaged students.

Contact: Patricia Hage, Project Director (603) 535-2270

2. PROVIDING FEEDBACK ON STUDENT PERFORMANCE.

■ KEENE STATE COLLEGE

Keene State College uses follow-up surveys of its education graduates. These are also collaborative committees, including school administration and teachers, to review and reflect on preparation of future teachers.

Contact: Ann Britt Waling, Dean, Professional Studies (603) 358-2220

■ UNIVERSITY OF NEW HAMPSHIRE

With "Academic Alliances", the University has established a statewide network of University faculty and public school teachers and administrators. The first stage of this activity consisted of a series of regional meetings which brought together UNH faculty in specific disciplines (e.g., foreign languages, physical sciences, biological sciences, humanities) and their public school counterparts. These meetings provided an opportunity for public school personnel to raise questions and express concerns about University expectations for incoming freshmen, and to tell faculty how the University could be more responsive to the needs of public schools. The second stage involved a day-long conference at which public school personnel came to the campus and explored these issues in more detail. The

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Visits by faculty to high schools for exchanging information about teaching methodology, curriculum articulation and means for increasing learning expectations also assist schools in improving their educational program.

result of this effort has been the creation of on-going partnerships between individual faculty and public school personnel, primarily high school teachers. These partnerships include on-campus visits for consultation on new developments in research and knowledge in the arts and sciences. In addition, conferences are held for groups of teachers (e.g. high school biology teachers) to disseminate new information about students which will be useful for high school curriculum reform. Visits by faculty to high schools for exchanging information about teaching methodology, curriculum articulation and means for increasing learning expectations also assist schools in improving their educational program.

Contact: Dick Goodman, Director of CEFS (603) 862-1384

The students attending the University System institutions' programs are increasingly older. The School for Lifelong Learning's programs, which are designed for adults, have always enrolled older individuals, but of late, the other three campuses are showing increases in numbers of older students. Over the 1987 to 1989 time period, the number of full-time students over 25 increased overall by 3%, from 1432 to 1468, in spite of the termination of two large SLL adult programs during that time. During the same period, at the University of New Hampshire enrollment of full-time students over 25 rose by 13% from 818 to 944.

Contact: School for Lifelong Learning (603) 862-1692 or
University of N.H. (603) 862-1234

The University System of New Hampshire has responded to the needs of the non-traditional student through their School for Lifelong Learning (SLL) and through their continuing education programs located throughout the State. Over 8,000 students per year participate in continuing education programs located either at one of the four institutional sites or at one of SLL's 10 Regional Centers. Students may also pursue degree programs (associate or bachelor level) or certificate programs through SLL. This strategy of delivering educational services throughout the State using regional sites and telecommunications is important to providing access at reasonable cost to New Hampshire's population.

Contact: School for Lifelong Learning (603) 862-1692

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THEME 4: Making Communities Places Where Learning will Happen

America 2000 calls for communities to adopt the six national goals, and to become actively involved with the education that occurs in their immediate areas. As part of this effort, the President has pledged that whenever possible, states will be afforded maximum flexibility to design and implement integrated state, local and federal programming.

For the University System of New Hampshire, this pledge has strengthened efforts in two important areas: sharing of facilities, technology and faculties, and development of new structures for planning and collaboration.

1. SHARING OF FACILITIES, TECHNOLOGY AND FACULTIES.

■ THE UNIVERSITY SYSTEM

The University System of New Hampshire is developing an instructional, interactive television network, which will allow students at multiple remote sites to participate actively in classes taught by professors at a central sending site, via interactive television. Initial transmission of courses will begin in 1992 and will link the state university and colleges. Plans call for eventually developing a network of sites that will include the vocational schools as well as K-12 schools, which would expand teaching opportunities involving university faculty and school students.

Contact: Victor B. Montana, Dean,
School for Lifelong Learning (603) 862-1692

■ KEENE STATE COLLEGE

Keene State's Wheelock Laboratory School is a neighborhood school in Keene with faculty having joint appointments at Wheelock and Keene State College. A networked video link is in the planning stage. Annually, a faculty fellow from Keene Schools is funded by the College to teach full-time.

Faculty exchanges, for a Keene State College faculty member and a public school teacher, have occurred. An extension of the Faculty Fellow program has allowed Keene State College to bring teachers to campus to share "classroom experiences".

Contact: John Couture, Principal, Wheelock School (603) 358-2300 or
Ann Britt Waling, Dean, Professional Studies (603) 358-2220

■ SCHOOL FOR LIFELONG LEARNING

One special collaboration serves as a good illustration of the sharing of resources that is very important for SLL, which operates programs in many communities throughout New Hampshire. In 1990-1991, the School was the prime mover in the successful delivery of a program to create trained personnel at the assistant level in speech and language for schools in New Hampshire's North Country. Essentially the School forged a partnership with the following institutions or organizations:

The NH Technical College in Claremont, the NH State Department of Education, Division of Special Education, the North Country, Superintendents' Association, and the NH Speech and Hearing Association.

The offering of the program was based on a unique combination of factors, which included: 1) that school superintendents in rural northern New Hampshire had voiced the need to obtain trained assistants for their Master's level speech personnel; 2) that low salaries, geographic isolation, and the desire for better working and personal situations contributed to a high turnover rate among Master's level personnel; 3) that a training program for traditional-age technical college students that was housed in Claremont, rather than northern New Hampshire, had never been offered successfully; and 4) that there was an audience of mature women in the north country who wanted to remain in their communities and to find work in the local schools as speech and language assistants. Some of them had children who were themselves affected by speech problems.

To answer the need, SLL coordinated a major effort to bring the thirty-credit program to the Berlin, NH area. In June of 1991, nineteen women received their diplomas of program completion in a ceremony in Gorham, NH. Over two hundred of their family members and friend were present in the audience, as well as representatives of all the collaborating institutions and organizations. All of the women had either been hired for speech and language assistantships already, or were interviewing for positions for which they were strong candidates. Several of the school superintendents present at the ceremony voiced their strong appreciation for the effort which had made it possible for them to improve their staffing capacity.

Contact: Fran Mahoney, Associate Dean (603) 862-1692 or
Bernard Keenan, Director, North Country (603) 752-4224

We believe this is exactly the type of learning in the community that *America 2000* calls for.

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CONCLUSION

"If one looks under the rhetoric about the `me decade' and the meanness supposedly poisoning the American psyche, evidence of a new spirit of civic idealism and community self-help can be found everywhere."

The creation of the national goals and the media attention to the ideas for America 2000 have increased the level of public awareness relative to the many tasks which must be met by each and every school in its respective community. Once aware, the citizens of our state will mobilize and will respond effectively as they have done for over two centuries. As states and community agencies, assisted by concerned citizens, begin to examine the roles each must play for the nation to achieve these goals, we may come to realize what author Harry Boyte observed in his 1980 book, *The Backyard Revolution: Understanding the New Citizen Movement:* "If one looks under the rhetoric about the `me decade' and the meanness supposedly poisoning the American psyche, evidence of a new spirit of civic idealism and community self-help can be found everywhere." All Americans may again realize the importance of involvement and of commitment to excellence. They may come to share the view held by Alexander Papaderos, a theologian and educator at the Orthodox Academy of Crete. When asked, "What is it that you do?" his response centered around a broken piece of mirror he had salvaged from the road as a child...."I kept this little mirror, and as I became a man, I grew to understand that this was not just a child's game but a metaphor for what I might do with my life—that I am a fragment of a mirror whose whole design I do not know. With what I have, I can reflect light—truth, understanding, knowledge—into the black places in the hearts of men and change some things in some people. Perhaps others may see and do likewise. This is what I do."

For America to reach the goals we project for the year 2000, each of us will need to put forth our best thoughts and our best efforts not only for improving our individual lots but also for improving every corner of the world for all of those who share it with us. ■

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New Hampshire School, Public, and State Library Programs Supporting the National Education Goals for the Year 2000

"There could be no part of American education that understands better how the world has changed than libraries. There is no part of American education that is more central to a community's moving toward the national education goals. We need the people's universities, our libraries, at the center of that revolution, helping America, community by community, reach its potential.

– Secretary of Education Lamar Alexander
White House Conference on Libraries and Information Services, 1991

Goal 1. School Readiness

By the year 2000 all children in America will start school ready to learn.

Materials that circulate to parents are located in several school library media centers in the state. The library media generalists in the Londonderry school district are experiencing a high demand for materials dealing with parenting, curriculum, and school readiness issues. In the Conway elementary school library media center, the Parents' Corner contains audio tapes, videos and manipulatives as well as print materials. In high schools, library collections support parenting classes, and in schools with day care and/or preschool programs, the collections may include children's literature. At Merrimack High School preschoolers attending early childhood programs use the library media center weekly to select and check out books and to hear stories.

A. In addition to providing preschool story hour programs, many New Hampshire public libraries offer programs for parents of preschool children. PASS (Preparing Ahead for School Success) is a series of workshops that focus on why it is important to read to children, children's literature appropriate to preschoolers, and how parents can help ready their children for school.

Contact: Rebecca Albert, Literacy Coordinator
New Hampshire State Library (271- 3183)

Goal 2. High School Completion

By the year 2000, the high school graduation rate will increase to 90 percent.

Accessing information on CD-ROM databases and automated catalogs, going online, and using multimedia motivate and appeal to the preferred learning style of many at-risk students. By using these technologies for meaningful pursuit of information, students learn the lifelong learning skills of information access, evaluation, and use. Many library media generalists throughout the state are instrumental in acquiring the technology and working collaboratively with teachers to ensure that all students learn these skills in an integrated way.

The environment of the library media center provides opportunities for at-risk students to experience success. Library media generalists are able to work individually with students and encourage them in a non-evaluative way. Building self-esteem by developing programs which focus on success for all students is key to successful library media programs. Additionally, many gifted and talented and enrichment programs are initiated and implemented by library media generalists.

A. Through a cooperative effort between the Merrimack School Library Program and the Public Library, Merrimack students are able to access help with homework by calling a HOMEWORK HOTLINE located in the public library. Library media generalists and teachers are available to help with reference questions and to guide students through homework assignments.

Addendum

Accessing information on CD-ROM databases and automated catalogs, going online, and using multimedia motivate and appeal to the preferred learning style of many at-risk students.

Building self-esteem by developing programs which focus on success for all students is key to successful library media programs.

In schools which support the view that the child is the constructor of his own knowledge, the library media center becomes a learning laboratory where the student is able to use books, reference sources, periodicals, computers, audio-visuals, and telecommunications to carry out his own research.

Resource-based learning provides a framework for the integration of information skills within the content area. By engaging students in meaningful activities which require the use of a variety of information sources, students learn the skills required to access, evaluate and use information.

Contact: Aletheia Fischer, Director
Merrimack School Library Media Program (603) 424-6203

B. Recognizing that students often do not have enough time to use the school library media center during the busy school day, Londonderry Junior High and Senior High Schools offer an after school program whereby the library is open until 5:00 p.m. four days a week.

Contact: Susan Ballard, Director
Londonderry School Library Media Program (603) 432-6920

Goal 3. Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight and twelve, having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

In schools which support the view that the child is the constructor of his own knowledge, the library media center becomes a learning laboratory where the student is able to use books, reference sources, periodicals, computers, audio-visuals, and telecommunications, to carry out his own research. In these schools, the library media generalist's role is to guide the child through the process of inquiry and to work with teachers to plan lessons and units which integrate the information skills into content learning. Ellen Tirone at the Harold Martin School in Hopkinton, and Joyce Kendall at the Fall Mountain Regional High School are only two examples of the many library media generalists who have developed strong programs of this nature.

A. Resource-based learning provides a framework for the integration of information skills within the content area. By engaging students in meaningful activities which require the use of a variety of information sources, students learn the skills required to access, evaluate and use information. Numerous teams of library media professionals and classroom teachers have attended workshops sponsored by the Department of Education on resource-based learning. Currently fifteen teams of librarians and health educators are involved in writing resource-based units for HIV/AIDS. Technical assistance in resource-based learning is available through the Department.

Contact: Susan Snider, Curriculum Supervisor for Library Media Services
New Hampshire Department of Education (603) 271-2632

B. School library media generalists have the ability to access resources outside their collections through the New Hampshire Automated Information System. NHAIS is made up of five local systems within the state which have databases of the collections of public, high school, and small academic libraries, as well as the collections of the State Library and of the libraries of the New Hampshire University System. Any school library with the necessary telecommunications hardware and software may access NHAIS and borrow materials through interlibrary loan.

Contact: Charles LeBlanc, Supervisor of Network Services
New Hampshire State Library (603) 271-2310

C. In partnership with Plymouth State College and the New Hampshire Educational Media Association, the Department of Education offers a two-day summer institute for library media professionals in curriculum related issues. Focusing on telecommunications, CD-ROM, and multimedia, the 1992 institute will emphasize planning for the integration of technology into the curriculum.

Contact: Susan Snider, Curriculum Supervisor for Library Media Services,
NH Department of Education (603) 271-2632

D. Historic documents provide a detailed first-person view of history that textbooks cannot deliver. Thanks to an Apple Computer *Library of Tomorrow* grant, Hopkinton High School students are scanning into computer files copyright-free text and graphics from libraries and museums throughout New England. Middle school students are able to access and use this information about the Irish immigration when working with Project Zero's "Immigrants 1850" project..

Contact: Shelley Lockhead, Library Media Supervisor, or Lawrence Bickford
Hopkinton High School (603) 746-4167

E. In many schools, students are provided the opportunity to serve the school by volunteering in the library media center. At Nashua High School, a non-credit student volunteer program is very popular, with more students applying than there are slots available. Students must apply, be interviewed, and provide references. Once accepted, students are trained to undertake a variety of support tasks which are assigned on a rotating basis.

Contact: Karen Demeter, Library Media Generalist
Nashua High School (603) 594-4311

F. The cultural exchange agreement between New Hampshire and Quebec identifies library programs as a major component. With matching funds from the Quebec Ministry of Cultural Affairs and funding from New Hampshire, the Franco Cinq project makes available materials in French appropriate for children ages five to seven, to public and school libraries throughout the state. These books and audio tapes may be borrowed for the purpose of providing programs which explore the French culture through an early introduction to the French language.

Contact: Judy Kimball, Supervisor of Library Development
New Hampshire State Library (603) 271-2864

Goal 4. Science and Mathematics

By the year 2000 U.S. students will be first in the world in science and mathematics achievement.

Several high school library media programs provide access to national science databases which allow students and staff to connect to current scientific and mathematical information and research.

Several high school library media programs provide access to national science databases which allow students and staff to connect to current scientific and mathematical information and research. At the elementary level, library media generalist become involved in projects in which telecommunications play an important role. Sarah Lucy of Daniels School in Keene has been instrumental in introducing National Geographic's KIDSNET projects about weather and acid rain to fifth grade teachers and students. Currently Sarah is piloting an American Forestry Association telecommunications project about the tropical rain forests with third and fourth grade teachers.

A. Integration of children's literature into the teaching of mathematics is recommended by the standards of the National Council of Teachers of Mathematics. The New Hampshire Educational Media Association identifies this as a key topic and is providing two sessions devoted to math in children's literature at their 1992 annual conference.

Contact: Harvey Hayashi, NHEMA President
c/o Londonderry Junior High School (603) 432-6925

In the Conway School District each elementary school library circulates manipulatives along with books containing mathematical concepts.

B. In the Conway School District each elementary school library circulates manipulatives along with books containing mathematical concepts. Activity sheets accompany the packets, and seminars in how to use the packets are presented for parents. Additionally, the library media generalists maintain a database on Microsoft Works that matches children's books and audiovisual materials within the elementary and junior high school collections to mathematical concepts such as patterns, geometry, counting, measurement, probability, sorting, and time.

Contact: Karen MacDonald, Library Media Generalist,
Conway Elementary School (603) 447-3369

School library media generalists and public librarians work together to help students make the leap from using libraries for homework assignments to using them for recreation and lifelong learning purposes.

Goal 5. Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

School library media generalists and public librarians work together to help students make the leap from using libraries for homework assignments to using them for recreation and lifelong learning purposes. Public librarians often visit schools to give book talks and to provide information about using public library resources and services for personal purposes, such as buying a car or taking a vacation. In several districts, library media generalists make their resources available to adults who use the public library through a variety of resource sharing programs.

Public libraries have played an important role in the self-education of our immigrant populations throughout this century. Recognizing that literacy in one's own language is the foundation of becoming literate in English, many libraries contain literature in the native languages of our diverse population. Additionally, in a coordinated effort with the Adult Tutorial Program, numerous libraries in the state provide rooms for tutoring, collections for students pursuing the GED and adult literacy programs, and computers for adult use.

A. Over 20 public libraries are currently involved in a unique adult literacy program, known as CONNECTIONS, which involves reading and discussing children's literature. Because participants are able to keep the books, one wonderful side effect of this project is that they begin reading the stories to their own children. This growing program is supported by the New Hampshire Humanities Council and coordinated through the New Hampshire State Library.

Contact: Rebecca Albert, Literacy Coordinator
New Hampshire State Library (603) 271- 3183

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B. The New Hampshire State Library provides services to people with disabilities by circulating talking books and large print materials. These services are available to people of all ages. The State Library also maintains the Law Library which is open to the public three days a week.

Contact: Eileen Keim, Supervisor of Library Services to the handicapped
New Hampshire State Library (603) 271-1498
Norma Jane Lyman, Assistant Law Librarian
New Hampshire State Law Library (603) 271-3777

Goal 6. Safe, Disciplined and Drug-free Schools.

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Library media center and public library collections include materials regarding the health issues related to substance abuse and substance abuse prevention. Libraries also provide access to outside sources and information about support groups and other recovery programs.

For more information or technical assistance in school library media program development contact:

Susan Snider, Curriculum Supervisor for Library Media Services
New Hampshire Department of Education (603) 271-2632

For more information and technical assistance in public library development contact:

Judy Kimball, Supervisor of Library Development
New Hampshire State Library (603) 271-2864

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